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## Human and Social Sciences: HSSC4

### LESSON 13

#### Unit Standard: 115471 - SO3

#### INTRODUCTION

I hope you still remember our last lesson (lesson 12). Our focus was on the effect of an event on the lives of the people. We started looking at how we get information of an event. We understood that information that we gather must be reliable (trusted). The source is where we get the information. We saw that primary sources are more reliable than secondary sources. We also learned that communication is very important in making your view to be understood by people so that they can support it. The concept of lobbying was explained. We understood that media played an important role in communication. Print media such as newspapers has been important. In addition, we noted that social media is taking the lead today. Oral testimony that was not trusted by many historians in the past is now recognised as the most important source of information. In short, the way we communicate to make our views to get to the people (either by print media or social media) or by lobbying (using demonstrations, protest marches) or oral testimony, will in one way or another, influence the way people will respond to an event.

Our lesson continues from the previous one (SO1&2). We are now moving to the new topic of the same theme.

**Theme: The effect of an event on the lives of people.**

**Topic. The influence of value system and traditions on response to an event. (SO3)**

Let us first try to understand the word **value**. When you value something, it means you are giving it some level of importance or worth. Value system is a series or collection of all those things that we regard as good or bad. Values guide us on what we can do or may not do. We all have different value systems and this is the reason why our way of doing things and the choices we make are always different. There are two different value systems.

**Personal value systems:** These are values that we hold as individuals. E.g., you may feel that sharing with other people is good while your friend may feel that it is bad. You may find it good to have many children in your marriage when your friend may feel that it is not important. We get values from our families, our education, our religion, our friend etc. Our value system will tell us how we should behave and what we should keep safe or fight for.

**Communal value systems:** These are values that we hold as a community. The people in District Six valued warmth, safety, friendliness, togetherness, sharing and pride as a community. When the organisers of the protest march were speaking about the destruction of District Six, they knew that they were speaking for everyone.

**Tradition** is the passing of customs (the way of doing things in a particular culture) or stories from one generation to the other. We know the way our forefathers used to dance



or do their weddings etc. because the knowledge has been taken from one generation to the other. We value that tradition and we will always fight to protect it.

You now understand that people will respond (act to) to an event depending on the value system they hold and the tradition that they believe in. People have different value systems as individuals (personal) and as a community (collective/ communal). Remember what the community of District Six valued most. It is for this reason that they fought for the creation of District Six museum. The museum is a memorial (something that can use to remember) of what life was like and what was done to them.

You can still recall many events in South African history and try to understand the influence of value system and tradition. The apartheid government destroyed many Black communities. Think of the Sharpeville Massacre and the Soweto uprisings. The protest marches were organised because the peoples' value system and traditional beliefs were not respected. The apartheid museum is one of the examples that show how deep the wound of the system on Black people was. Through commemoration of events today, you will realise how people valued what they had in the past. **Commemoration** is a ceremony or celebration in which a person or event is remembered.

When we study events and how people respond, we can trace some **patterns of responses**. This means that we can see common responses in most events. Remember the word **space** in the previous lessons. Space means the wider context within which an event takes place. In other words, what were the controlling factors at the time of the event? When farmworkers are protesting against bad treatment by a farm owner, their action (response) will be influenced by the space in which they find themselves. The space is the farm and is owned by the farmer. The farmworkers may fear the power that the farm owner has over them because it is in his/her property. So their response is controlled by space. Remember that many farm workers lived most of their lives on the farm. They do not know any other way of life except farming. Many are born and get old and eventually die on the farm.

They do not have houses or land of their own. They often suffer hard life such as long working hours without pay, working without protective clothes, no leave days, poor housing, cannot join unions, do not have pension funds and often work on holidays.

In the same way, if you are asked to tell the story about an event but in a fearful environment (where you are not free) your story will be different than when you say it at home. Space is very important in controlling the way people will talk, behave or act. So it will always be important to check if the person telling you the story is 'inside' or 'outside' his space. You will also have to check if people who responded to the event were doing so within their space or not.

You will also realise that the response to the event depends on the person or people (audience) you are talking to. If you have to face a person who is powerful (e.g. your boss), you are likely to respond in more respectable way. When we study how people respond, it is important to look at space (inside or outside the persons' space) and the effect of the **audience** (the people you are facing).



Try the following activity.

### Activity



- 1.1 Who are the people protesting?
- 1.2 What are these people protesting against?
- 1.3 What do you think is the reason for the people not to protest at the farm?
- 1.4 Mention any other complaints of the protestors (with exception of the one mentioned at 1.2)
- 1.5 What do you think are some of the values that the protestors hold most?
- 1.6 Where do you think the protestors are taking their complaints to?

**End of lesson 13 week ending 29**

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